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ABSTRACT

The educational media involvement in the Comprehensive Manpower Development System of Prince Edward Island NewStart Inc. is described. The report is divided into two sections, one dealing with the use of educational media as a resource program and the other dealing with an exposure program designed by the media specialist. Among the activities of the resource program were the acquiring of films and video tapes, locating new media materials for each subject area, providing current media reference information and catalogues, recommending the purchase of specific materials and equipment, and providing technical expertise on tape recording and duplication procedure for Adult Basic Education Literacy Program. The following media techniques were incorporated into the program: overhead transparencies for use in mathematics and PEST programs; super 8-mm single concept film loops for male nursing attendants program; video tape productions and mirror television techniques for PEST programs. Media workshop sessions were held for the instructional staff, and film showings were organized for staff development purposes. The exposure program had the following objectives: (1) to increase trainee's level of motivation and interest in academic work; (2) to make trainees more aware of assets and facilities of their environment; and (3) to provide opportunity for trainees to use these facilities. (DB)

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EDUCATIONAL MEDIA TECHNIQUES
UTILIZED WITHIN
THE COMPREHENSIVE MANPOWER DEVELOPMENT SYSTEM

by

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INTRODUCTION

During the last seven years, vast strides have been made in the area of mass communications. These developments have helped to create public interest in and awareness of world and local affairs. Resulting directly from this, the field of educational media has developed. Recognizing the need for greater economy and efficiency, educational institutions have been required to account for more of their methods and to make classroom instruction more meaningful and relevant.

One of the major ways of doing this has been through the judicious use of educational media techniques, such as closed circuit television, dial-access information retrieval systems, computer assisted instruction, audio cassettes and film projection. These media techniques provide the teacher with more ways of communicating with his students in addition to his standard lecture and blackboard methods. Various educational media techniques are appropriate with all sizes of classes, from the large group of a few hundred to the individual working on his own. Regardless of the manner of use, these techniques provide students with information of all kinds each having a different effect on one or more of the senses.

This report describes the educational media involvement in the Comprehensive Manpower Development System of Prince Edward Island NewStart Inc. (P.E.I. NewStart Inc., 1970). The report is divided into two sections, one dealing with the use of educational media as a resource program and the other dealing with an exposure program designed by the media specialist.

OBJECTIVES

The overall objectives of educational media techniques are to provide the teacher with a greater variety of instructional methods with which to improve teacher-student communications.

The specific objectives of the educational media in this project were to:

- a) improve the students' understanding of directions and information given by the instructor, and to promote greater discussion between the students and the instructor;
- b) increase the level of student interest and motivation by providing a more stimulating learning environment;
- c) improve the student's ability to acquire and perform skill operations by providing a means of repetitive drill of a uniform, high quality;
- d) make the students more aware of the assets and facilities in this environment.

PROGRAM DESCRIPTION

A. Resource Program.

Personal resources of the educational media department of Prince Edward Island NewStart Inc. were involved in various traditional activities, among them were the following:

- 1) Acquiring 16 mm. films and pre-recorded video tapes for applicable programs, e.g. Ford Motor Company films for automotive programs and National Instructional Television Center (Indiana) for Basic Education Programs.
- 2) Locating new media materials for each subject area, e.g. CBC Learning Systems Audio Tapes on credit buying for Pre Employment Skills Training (P.E.S.T.).
- 3) Providing current media reference information and catalogues for instructional staff.
- 4) Recommending the purchase of specific materials and equipment, e.g. Super 8 mm. film loops and projector for automotive skills training.
- 5) Providing technical expertise on tape recording and duplication procedure for Adult Basic Education Literacy Program.

Through consultation with program designers, the following media techniques were incorporated into their programs.

- 1) Overhead transparencies were used as an instructional tool in the mathematics and PEST programs.
- 2) Super 8 mm. single concept film loops were prepared by the department for male nursing attendants program.
- 3) Video tape productions and mirror television techniques were used for PEST programs.

Another function of the department was the dissemination of relevant information to staff members. This was accomplished by:

- 1) media specialist's involvement in the Assessment and Counselling Committee (Haire, 1970);
- 2) provision of media workshop sessions for instructional staff;
- 3) organization of film showings for staff development purposes.

B. Exposure Program.

This program originated as a result of an apparent lack of interest and motivation on the part of the trainees in their academic programs (Assessment and Counselling minutes, 1971). It was felt that the classroom atmosphere could be enriched with films, guest speakers, and field trips. As a result, this program was set up.

Objectives of the Program:

- 1) to increase trainee's level of motivation and interest in academic work;
- 2) to make trainees more aware of assets and facilities of their environment;
- 3) to provide opportunity for trainees to use these facilities.

Instrumentation:

OBJECTIVE	MEASURE	TIMING
1.	Instructors Observations	Pre-Post Exposure
2.	Questionnaire	Pre-Post
3.	Action	-

Program Description:

Three media techniques of 16 mm. films, guest speakers, and field trips were incorporated into the exposure program.

a) Films -

A planned combination of 16 mm. films, dealing with travel, industry, government, and social problems were shown on six consecutive weeks. The films were introduced by the guidance counselor, who led the discussion following each film.

The program consisted of the following films:

1. My Island Home (P.E.I.), NFB
Trans-Canada Journey, NFB
Price of Fire, NFB
Change in the Maritimes, NFB
Reporting on Board (RCN), NFB

2. The Ride, NFB
Stampede Stopover, NFB
Back-Breaking Leaf, NFB
The Drag (Smoking), NFB
3. Beautiful Bonne Bay (Nfld.), NFB
Fire in Town, Dominion Fire Comm.
Country Auction, NFB
Lobsters Unlimited, NFB
4. My Financial Career, NFB
Ottawa - Reflections of a Nation, NFB
Max in the Morning (Rawhide), NFB
The Purse, NFB
Tide of Fundy, NFB
5. Skilled Fingers, NFB
Signal 30 (Traffic Fatalities), Ohio State
Police
Ghost Hunters (R.C.A.F.), NFB
Avalon Holiday (Nfld.), NFB
6. A Place to Stand (Ontario), Air Canada
Better Housing for the Atlantic Provinces,
CMHC
The Builders (Engineers), NFB
I Am a Country, Air Canada

b) Guest Speaker -

An R.C.M.P. officer from one of the local detachments was invited to give a presentation to the trainees on the role and functions of the R.C.M.P. The constable who gave the address had formerly been a teacher, but was still young enough to be able

to relate to the needs of the trainees. His presentation involved the use of a 16 mm. film called The Crime Scene which demonstrated the criminal investigation role of the force. A series of 35 mm. slides showed the vigorous training which R.C.M.P. recruits are required to complete, and finally, a film, Police Dogs, was shown to portray the public service function of the R.C.M.P.

c) Field Trips -

The trainees were taken on a day-long tour of the Canadian Forces Base in Summerside, one of the bases from which the Maritime Air Command and the Air and Sea Search and Rescue Units operate.

The tour included visits to the Meteorological Station, the Control Tower, the Search and Rescue Hangers, and an Argos Aircraft fitted for enemy submarine detection.

Following this field trip, the trainees were asked to select the place which they would like to visit next. They selected the Confederation Centre, and the University of Prince Edward Island, in Charlottetown. At the Confederation Centre they visited the theatre and were told about the various stage plays which were performed during the summer season and then, during the winter, how it was used as a motion picture cinema. Following this, the tour of the complex included visits to the library, the Art Gallery Museum and then proceeded next door to the Legislative Assembly Building where the Fathers of Confederation met and where the present Provincial Government now sits.

The visit to the University of Prince Edward Island coincided with the annual "Open House" held by the University. The trainees were divided into small groups to tour the campus. They saw the Psychology, Engineering, Chemistry and Geography Labs, the television equipment used by the Athletic Department, the student residences and dining room, in addition to many other academic and recreational facilities.

Program Results:

Film Program. Initially, the trainees' interest and enthusiasm was high during the film programs. They were eager to attend and within the limits of their abilities they discussed the films they had just seen, and in some cases were still talking about them several days later.

The variety of film topics used tended to retain their interest. The ratings which the trainees gave to each other after the showing (see Table 1) reflects the varied interests which existed in each program.

After three consecutive weeks of the film programs, the trainees' level of interest appeared to decline. This could be attributed to the demands which were placed on them to discuss each film and rate it, and also because there was little carry-over to the academic classes by the instructors of information which had been given in the films. This tended to make the film programs less relevant to the overall instruction process.

By the end of six weeks, it was felt that, while the trainees were still gaining useful segments of information

from the films, their level of interest had dropped considerably. It was then decided to discontinue the film programs in their existing format.

Guest Speaker. The trainees' initial reaction to having an R.C.M.P. officer talk to them was not one of enthusiasm. Their previous encounters with police had never been under pleasant circumstances.

By the end of the R.C.M.P. presentation, however, the opinions of many of the trainees had changed. The program had been scheduled to last approximately one hour, but at the end of two and three-quarter hours, the presentation had to be stopped because of other commitments.

During the constable's presentation, he had encouraged the trainees to ask any questions they wished. It was a result of the numerous trainees' questions that the program ran so late. The trainees gave the impression that they were very impressed with the straight-forward answers which they got to all of their questions. They seemed to be amazed that they were getting honest and factual answers for a change.

After the presentation, many of the trainees expressed the feeling that they would now feel confident enough to call on the R.C.M.P. for help at any time, whereas before they were always afraid of the R.C.M.P. More than 88% of the trainees stated that they now felt the R.C.M.P. to be very necessary. Also, 83.3% of the trainees stated that they would like to talk with a Mountie again.

This program was effective in exposing the trainees to a facility of their environment, and it made them more aware of the services which they could obtain from the R.C.M.P.

Field Trips. A majority of the trainees who went on the tour of CFB Summerside expressed the feeling that they had gained a better understanding of the types of activities that are carried out by the Armed Forces (See Table 2). Before the tour, many said that they thought the only thing which the Armed Forces did was practice to fight wars. After the tour, they were able to describe such items as the Search and Rescue activities, the preparation of weather forecasts, the radio assistance given to civilian aircrafts, and the general tasks designed to protect the country.

With regard to the field trip to the Confederation Centre and the University of Prince Edward Island, the range of trainees' interest in the tour was very great. Some could see no value in these particular tours while others were most enthusiastic. Those trainees who were "trades" oriented could see little value in the abstract area of the performing arts and a university. Of all the trainees, 43.5% had never been to the Confederation Centre before this field trip.

In spite of this, those trainees who were keen about the tour expressed their greater awareness and newly-acquired information in later discussions. Those who originally lacked any enthusiasm were not drastically changed; however, they did develop some interest in special areas of the tours such as in the engineering labs of the University.

Given these mixed results, it could be stated that these field trips successfully served as a beginning towards making the trainees more aware of the assets and facilities of their community.

When the instructors were asked to evaluate the results of the Exposure Program, 85% of them felt that more than half of all the trainees had been made more aware and interested as a result of the Program.

TABLE I

DATA: EXPOSURE FILM PROGRAMS

Program 1: August 28/70		N = 28			
		Fair	Good	Very Good	No Answer
Beautiful Bonne Bay (Nfld)		1 - 3.6%	6 - 21.4%	20 - 71.4%	1 - 3.6%
Fire in Town (Rural Ontario)		-	7 - 25.0%	19 - 67.9%	2 - 7.1%
Country Auction (P.E.I.)		19 - 67.9%	4 - 14.3%	2 - 7.1%	3 - 10.7%
Lobsters Unlimited (N.S.)		1 - 3.6%	7 - 25.0%	14 - 50.0%	6 - 21.4%
Program 2: September 4/70		N = 30			
My Financial Career (Stephen Leacock)		21 - 70.0%	6 - 20.0%	3 - 10.0%	-
Max in the Morning (Rawhide)		15 - 50.0%	13 - 43.3%	2 - 6.7%	-
Ottawa - Reflection of a Nation		2 - 6.7%	12 - 40.0%	12 - 40.0%	4 - 13.3%
The Purse (Social Conscious)		3 - 10.0%	14 - 46.7%	10 - 33.3%	3 - 10.0%
Tides of Fundy (N.S. - N.B.)		1 - 3.3%	10 - 33.3%	13 - 43.3%	6 - 20.0%
Program 3: September 11/70		N = 23*			
Skilled Fingers (Rural Craftsmen)		3 - 13.0%	11 - 47.8%	3 - 13.0%	6 - 26.0%
Signal 30 (Traffic Fatalities)		1 - 4.3%	6 - 26.0%	11 - 47.8%	5 - 21.7%
Ghost Hunters (Argus Aircraft)		5 - 21.7%	8 - 34.8%	10 - 43.5%	-
Avalon Holiday (Nfld)		1 - 4.3%	9 - 39.1%	10 - 43.5%	3 - 13.0%
Program 4: September 18/70		N = 30			
Ontario, A Place to Stand (Expo '67)		10**	10 - 33.3%	10 - 33.3%	-
Better Housing for Atlantic Provinces (CMHC)		6	12 - 40.0%	5 - 16.7%	7 - 23.3%
The Builders (Industry)		4	13 - 43.3%	4 - 13.3%	9 - 30.0%
I Am a Country (Canada)		4	14 - 46.7%	5 - 16.7%	7 - 23.2%

* Several trainees being tested at that time.

** 3 "Poor" ratings.

TABLE 2

Why do we need the Air Force, the Army and the Navy? (Pre-Test)
 Why do we need an Air Force Base like this one? (Post-Test)

	TRAINEES		
	Pre	Post	
		Did go	Did not go
	N=41	N=34	N=15
Protection	16 - 39.0%	5 - 14.7%	-
Fight wars	12 - 29.3%	-	-
Defense	2 - 4.9%	8 - 23.5%	4 - 26.7%
Transportation	1 - 2.4%	1 - 2.9%	-
Search and rescue	1 - 2.4%	10 - 29.4%	-
Help our country	1 - 2.4%	-	2 - 13.3%
Train	1 - 2.4%	-	-
Import goods	-	-	1 - 6.7%
Track subs	-	1 - 2.9%	-
Provide weather data	-	1 - 2.9%	-
Fly planes	-	-	2 - 13.3%
We don't	-	-	-
No answer	7 - 17.1%	8 - 23.5%	6 - 40.0%

CONCLUSIONS AND RECOMMENDATIONS

The educational media input into the C.M.D.S. was partially successful. It did provide the instructors with a wide range of techniques to use in presenting material to their students. This, in turn, allowed for more effective communications between the teachers and students. The various media techniques did stimulate the students, both indirectly in the classroom and directly through the Exposure Program. As a result of the Exposure Program, the trainees were at least made more aware of their environment; however, the extent to which this occurred can not be measured.

The success of the Educational Media Program was limited from its inception. The media specialist was hired at the point when all the program curricula had been designed and finalized. This meant that any new media techniques had to be introduced into the individual programs while they were in progress, rather than at the ideal time when the curriculum was being designed. This resulted in the media techniques resembling an aid rather than being an incorporated method.

Similarly, while a part of the function of a media specialist is to act as a resource person, as was the case in this organization, his greater contribution can be in designing learning experiences for the students which will frequently include media techniques. In any subsequent projects, the educational media contribution to the overall instructional process will be greatly improved if the media specialist is obtained early in the planning stage and is permitted to design and build the media system which will best serve the needs of that specific organization.

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